

**MAINE STATE BOARD OF EDUCATION**

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**REVIEW TEAM REPORT**  
**Program Approval Visit**

**University of Maine at Machias**  
**Education Preparation Programs**

**Machias, Maine**  
**November 30 – December 3, 2014**

**PROGRAM REVIEW TEAM**

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## **I. Introduction**

The Team report of findings is based on the self-study developed by the University of Maine at Machias (UMM) teacher preparation Unit, supporting collaborating data, and interviews from the on-site visit conducted November 30, 2014 through December 3, 2014. During the on-site visit, the review team conducted interviews with the education program and arts and science faculty, current education candidates, campus administrators, support staff, program graduates, as well as with local district cooperating teachers and administrators. In addition to individual and group interviews, the review team observed classes on campus and at cooperating elementary and secondary institutions to witness classroom instruction by Unit graduates. Team members travelled to Washington Academy in East Machias, Rose M. Gaffney Elementary School in Machias, and Beatrice Rafferty Elementary School on the Passamaquoddy Tribal Reservation at Pleasant Point-Sipayik for classroom observations and interviews with school administrators, teachers, and Unit candidates and graduates. The collaborative evidence (in material and electronic formats) used to complete this report consisted of program documents and student work samples that included both formative and summative candidate portfolios.

UMM is one of seven campuses within the University of Maine System. Founded as the Washington State Normal School in 1909, the school thereafter became known as the Washington State Teachers College. In 1968, through an act of the Maine Legislature, the College became a part of the newly created University of Maine System and has since been known as the University of Maine at Machias. UMM presently provides both undergraduate and graduate postsecondary education to students within the Downeast region of Maine and beyond. Some 810 students are enrolled in UMM coursework.

UMM offers Bachelor of Arts and Science degrees in twelve majors as well as opportunities for self-designed, individualized programs. Academic programs in the liberal arts, environmental and behavioral sciences, teacher education, business, and ecotourism prepare graduates for their chosen fields. A graduate program option is also offered in collaboration with the University of Southern Maine (USM).

UMM's educator preparation programs are infused with and enriched by a uniquely personal approach to education designed to inculcate learner centeredness as well as to model the building and maintenance of learning communities. UMM is administratively structured around three (3) academic divisions: Arts and Letters; Environmental and Biological Sciences; and Professional Studies. The educator preparation programs, based within the Division of Professional Studies, have 104 students in their various program offerings. Currently the educator preparation program enrollments are as follows: 41 in Elementary Education and 28 in Secondary Education. In addition, there are 15 program enrollments in the Teacher Certification Program (designed for individuals with a baccalaureate degree but lacking the necessary course requirements to qualify for Maine teacher certification). Candidates from this program will be awarded the Master of Science degree from the University of Southern Maine.

State program approval was last granted to the UMM educator preparation programs in 2009 with two (2) undergraduate education programs culminating in Maine teacher certification – a

major in Elementary Education (K-8) or a minor in Secondary Education (7-12) for those majoring in Physical and Life Sciences or for students majoring in English or Social Sciences. For the 2014 program renewal cycle UMM is seeking renewal of approval for the following programs:

**Major** - Elementary Education (K-8) – Concentration in English/Language Arts, Environmental Literacy (Life Sciences), and Community Engaged Learning (Social Studies).

**Major** - Secondary Education (7-12) - Concentration in Art, English, Life or Physical Science, Social Studies, or Mathematics

**Minor** - Secondary Education (7-12) – Major in Art, English, Life or Physical Science, or Social Science.

**Alternative Route to Certification Programs:**

- Elementary Education Teacher Certification (K-8)
- Secondary Education Teacher Certification (7-12) in Art, English, History, Life or Physical Science, Social Studies, or Mathematics.
- Special Education Teacher Certification (K-8 or 7-12)

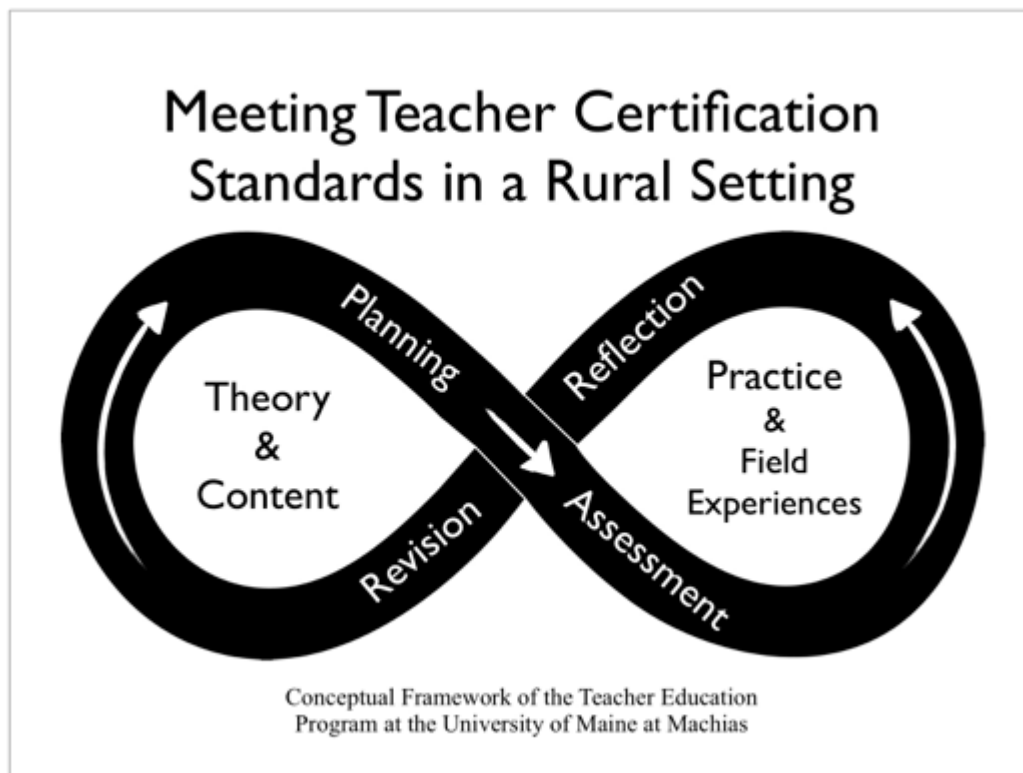
## II. Summary of the Unit's Conceptual Framework

*The conceptual framework establishes the shared vision for a Unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and Unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the Unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the Unit's intellectual philosophy, which distinguishes graduates of one Unit from those of another.*

As stated in the University of Maine at Machias (UMM) 2014 Self-Study Report, the program Unit's Conceptual Framework is comprised from a melding of the Education Program's:

- Guiding Principles;
- Theoretical Foundations; and
- Mission Statement.

Collectively, these elements represent the Unit's philosophical base. The Self-Study Report states that the Conceptual Framework "...drives decision-making at the program and course levels and the Courses Standards Matrix ensures that the key theoretical elements spiral throughout (the) professional education courses." The pedagogical elements that are central to the UMM Education Unit have been graphically depicted as follows:



The UMM Program Review Team found evidence that the Elementary Education major, as claimed in the Unit's Self-Study Report, is interdisciplinary in construct. Unit programs prepare candidates with both general and pedagogical content knowledge as well as knowledge of the learner and the learning process that is necessary to teach in either a single or multi-grade classroom. This cycle of educator preparation and professional development is captured in the Unit's preceding schema from the integration of:

- Theory and Content Knowledge;
- Field Experiences and Practice;
- Becoming Reflective Practitioners;
- Assessment as a Tool that Guides Planning and Practice;
- Planning for Instruction;
- Meeting Maine's Common Core Teaching Standards; and
- Preparing Teachers in a Rural Setting.

The Education Unit's Conceptual Framework as depicted in the preceding graphic envisions educator preparation through an on-going process of Planning, Assessment, Reflection and Revision within a learning environment that encompasses the need for continuous improvement.

Since the 2009 on-site visit, the CF was developed by a process that included input from area K-12 administrators and the Unit's student teachers. Unit faculty gathered information at the annual Washington County Superintendent's retreat, which they coupled with student-teacher evaluations. This feedback helped guide the strategic plan, resulting in the focus on rural

education as well as the addition of a differentiation class to prepare candidates to better teach combined lower grades.

The Conceptual Framework graphic was posted within Unit classrooms. The team found that candidates and school partners did not necessarily use the exact language of the conceptual framework as articulated in the Unit's documents. However, candidates and school partners spoke of the Unit's emphasis on field experience, reflection, the importance of applying theory to practice and its commitment to the rural setting in which candidates gain initial exposure and ongoing experience in area classrooms and schools.

### **Summary of Team Findings for Each Standard**

#### **UNIT STANDARD ONE: Pre-Service Candidate, In-Service Teacher, School Building Administrator, and District Level Administrator – Performance, Knowledge, and Disposition Standards**

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

#### **Findings:**

Standard One seeks to ensure that the candidates demonstrate the knowledge, skills, and dispositions necessary to be effective teachers. To this end, an examination was made of the alignment of the degrees and certification requirements with *Maine's Common Core Teaching Standards*.

The Unit offers Bachelor of Science degrees leading to certification in Elementary (K-8) and Secondary (7-12) Education. Elementary Education candidates can concentrate in English Language Arts, Environmental Literacy (Life Sciences), and Community Engaged Learning (Social Studies). Secondary Education candidates can concentrate or minor in Art, English, Life or Physical Sciences, Social Studies, or Mathematics. The Unit also offers a minor in Secondary Education with concentrations in Art, English, Life or Physical Science, or Social Science. Alternative Route to Certification Programs includes Elementary Education (K-8), Secondary Education (7-12) in Art, English, History, Life or Physical Science, Social Studies, Mathematics, and Special Education.

Candidates participate in a minimum of 120 hours of fieldwork prior to student teaching. Candidates must earn a cumulative GPA of 2.5 in their concentration, professional education coursework, and overall (with a minimum of C- in professional coursework) to demonstrate

knowledge of content and methods prior to student teaching. Successful completion of professional education courses and passage of Praxis exams demonstrate mastery of the remainder of *Maine's Common Core Teaching Standards* (includes revised *Interstate Teacher Assessment Consortium (InTASC) Standards* and the *National Education Technology Standards for Teachers (NETS-T)*).

Candidates' competencies of *Maine's Common Core Teaching Standards* are measured by assessments in professional education courses prior to student teaching. The primary measures of the mastery of standards occur at the conclusion of the program in student teaching evaluations and in the e-portfolio.

Candidates are required to take core general education courses to solidify content knowledge. With the recent University of Maine System requirement to limit degrees to 120 credits, some professional education courses have been consolidated, and course requirements have been adapted. The resulting changes meet the requirements of state certification and have been designed to provide candidates with the requisite skills and knowledge needed for teaching in their respective fields.

The Review Team found evidence of efforts to provide support for candidates in preparing for the Praxis exams. Small classes enhance the capability of faculty to address individual needs of candidates. Some candidates expressed a desire for more support in the organization and logistics of meeting certification requirements such as Praxis and fingerprinting.

*Maine's Common Core Teaching Standards* (MCCT) are embedded in the curriculum as evidenced by the MCCT Standards Matrix. This was developed around 2008 with the previous version of the InTASC Standards and has begun to be aligned with the newly revised InTASC Standards. Some syllabi indicate standards alignment, but alignment of specific assignments and assessments within courses is not documented in syllabi. Based upon multiple conversations with groups of candidates and alumni, however, the Review Team found ample evidence that upper-class students are developing familiarity with *Maine's Common Core Teaching Standards*. All candidates indicated a clear understanding of the philosophy of teaching and key ideas expressed in the Conceptual Framework including the importance of differentiation, student engagement, and reflective practice.

The Unit requires a minimum of 120 hours of fieldwork before student teaching. There is a systematic effort to provide a breadth of grade-level experience through the internships. Cooperating teachers are the sole evaluators of all field experience up to student teaching. Student reflection of field experience is required throughout the program. A standards-based evaluation takes place during student teaching, and candidates are required to provide evidence of mastery of *Maine's Common Core Teaching Standards* in their final electronic portfolio.

## **Overall Assessment of Standard:**

### **Commendations:**

- Candidates have integrated the philosophy of education expressed in the Conceptual Framework including the importance of differentiation, the value of each student, the significance of student engagement, and the understanding of the reflective nature of teaching.

### **Recommendations:**

- Programmatic benchmarks throughout the program that continually measure the candidates' readiness, competencies, and progressive mastery of *Maine's Common Core Teaching Standards* would provide clearer articulation of a sustained and integrated knowledge and skills base for candidates.
- The newly revised InTASC Standards reflect substantive changes in content and focus. The candidates' development as reflective practitioners would be significantly enhanced by faculty and students systematically engaging in a deeper analysis of the revised InTASC Standards.

### **Review Team Decision:**

#### **Standard One is Met.**

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### **UNIT STANDARD TWO: Assessment System and Unit Evaluation**

*The Unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on Unit operations to evaluate and improve the Unit and its programs.*

### **Findings**

The Unit has developed an action-oriented set of seven guiding principles and a conceptual framework that are in alignment with the University of Maine's mission statement, the State of Maine's Common Core Teaching Standards, and the InTASC standards which are necessary for professional success in the field of teaching. The conceptual framework's integration of theory, content, practice, and field experiences within the constantly evolving stages of planning, assessment, reflection, and revision are consistent with Standard Two's goals.

### **Assessment in the Education Department**



The Unit's assessment strategy consists of using assessment tools that are part of a system that provides feedback at both the individual and program levels. The stated activities (Cooperating Teacher Evaluations from field placements; Student Teacher Portfolio Defense) serve to inform a candidate's individual performance prior to and following student teaching. The amalgamation and analysis of all of the candidate assessment tools (including Senior Student Program Evaluations) serve to inform the Unit's performance.

The tools are used to assess candidates at multiple times throughout the program and at key transition points such as coursework, internships, and student teaching. Candidate self-assessment of dispositions, cooperating teacher assessment of candidates, and reviews of these assessments by faculty and candidates are examples that the Unit provided as evidence. Candidate advising also plays a role in the assessment process.

Cooperating teachers use rubrics and a survey that assesses professional appearance, attendance, behavior management, planning, and teaching. These rubrics and surveys also provide an opportunity for additional comments that will be useful to the candidate and to the Unit. It appears that the quantitative data in the cooperating teacher assessments and candidate self-assessment of dispositions is sufficient. However, there is evidence that there is sometimes a minimal amount of thoughtful and detailed qualitative data submitted; the more thoughtful and detailed completion of these self-assessments does provide valuable feedback to both the candidate and to the program.

At the course level, it was reported by both adjunct and full-time instructors that informal evaluations are carried out at the mid-semester mark and that revisions to candidate work and learning and teaching processes are sometimes incorporated into the courses as a result. Additionally, more formal course evaluations are completed by candidates at the end of each course. The results of these evaluations are considered by the faculty and revisions to courses follow if it is determined that quality of courses will be enhanced. Recent graduates are also involved in providing informal course and program feedback through the alumni advisory group via a Facebook page; there is evidence of continued efforts to develop this group's involvement further.

Faculty also conduct annual self-assessments, peer reviews, and write summary reports; the parties involved meet with one another to discuss their findings.

An annual program review produces an annual program assessment report, which combines the collected feedback and presents findings, needed changes, and steps that may have already been taken to address informal feedback from students or issues that have arisen and that have been corrected. There is also evidence that cooperating school principals and teachers provide feedback to the placement coordinator, and that this feedback has resulted in improvements to the candidate's professionalism, performance, and overall success in candidate internships. It also results in improvements in processes within the Unit's program and strengthens the relationship between the cooperating school and the Unit.

There is evidence that the Unit does collect its data in a regular and systematic way and that they are continuing to develop ways of using technology in order to enhance both the dissemination

of information and to produce a more efficient system. Examples of the continued progress that the program has made include sharing of assessment data among faculty, formal assessment reports to the university, and documentation of faculty meeting minutes. Furthermore, administrators expressed appreciation for the contributions of program faculty for the ways in which their expertise in assessment has influenced other programs in the University.

### **Commendations**

- Program faculty are consistent in the process of following their conceptual framework in the planning, assessment, reflection, and revision of their assessment practices despite resource challenges that they face.
- The Unit's work in the area of assessment has benefited not only the candidates and program, but also the University.

### **Recommendations**

- Continue to align all benchmark assessments for the program with the standards as noted in this report's Standard 1 recommendation.
- Continue to develop a system that uses technology to create higher quality and more efficient assessment process – as well as a strengthened source of program assessment documentation.
- Incorporate standards into assignment details in the course syllabi and align with course assessments, for the benefit of students and as evidence of a systematic effort to do so.

### **Standard Two is Met.**

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## **UNIT STANDARD THREE: Field Experiences and Clinical Practice**

*The Unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.*

### **Findings**

The examined evidence shows the Unit's practicum and student teaching placements include a variety of experiences directly tied to several courses in the teacher education curriculum and designed to assist teacher candidates as they "develop and demonstrate the knowledge and skills necessary to help all students learn." Primary to this effort, as cited by candidates and alumni, is the prerequisite of 120 hours of fieldwork prior to student teaching. These hours are embedded as requirements in courses such as the foundational *School and Community* (8 hours), *Differentiated Instructional Strategies* (12 hours) and *Working with Culturally Diverse Students* (20 hours). In addition, the various methods courses (instruction, assessment, management, and subject-based courses) either stand alone (social studies with 20 hours), or are incorporated into one of two required internships (40 hours). These internships are

closely coordinated with coursework, which is another means of maximizing resources and supporting candidates' integration of theory, content, and practice. Some candidates expressed concerns that overlap in material may seem repetitive across some courses. While these required fieldwork hours were cited by many current and former candidates as critical to their success in learning to teach effectively, there is apprehension that the initial eight-hour placement—a one-day job “shadow” of a K-12 teacher—was a stronger experience when split over several visits, or potentially as a precursor to additional hours later in the course. Also, although elementary candidates are required to split the two internships between K-4 and 5-8 placements, it was unclear whether secondary candidates divide their internship placements between grades 7-8 and 9-12.

The field placement coordinator uses a systematic and collaborative approach in placing candidates in order to provide effective practical experiences that complement the theory and content studied in coursework. Specifically, after candidates submit a request for internship or field placement form, the coordinator works with area administrators, and sometimes directly with teachers, to identify appropriate classroom matches for each candidate. Detailed spreadsheets enable the coordinator to use data about prior placements, for the individual candidate as well as for the school, to ensure suitability with regard to candidate needs and more equitability in candidate distribution. The student teaching application process is rigorous and includes writing samples and professional goals, as well as relevant teaching experiences such as fieldwork; this process is designed to simulate applying for a teaching position. The Unit is considering moving the application due date from the end of the preceding term to the beginning, enabling more support for revisions of the application packet as well as additional time to complete required criteria such as the Praxis and background check. Furthermore, the Unit has designed and implemented two informational Google sites: one is essentially a conversion of the traditional Student Teacher Handbook (for candidates, cooperating teachers, and school administrators); the other is an innovative field placement site that includes information about the courses assigning fieldwork—such as the objectives, tasks, and assessments required of the candidates as well as expectations of the cooperating teachers. In the construction of both sites, feedback from school partners was solicited.

Once accepted into the student teaching course, candidates are provided with ample support, in particular, via the orientation, bi-weekly seminar, and a minimum of five or six site visits by the Unit's student teaching supervisor. Candidates reported freely utilizing cooperating teachers in field placements, as well as program faculty, to reflect on issues of practice and to process pedagogical and management issues that might arise.

While it is a stated goal of the Unit to increase the forms and frequency of communication among candidates, school partners, and program faculty and staff, several current practices serve candidates well throughout their fieldwork and student teaching. Interviews indicated that Unit personnel, despite a large advising load, respond promptly to candidate emails and are readily accessible to provide advice, support, and information. In addition, the Unit keeps a Facebook page current with co-curricular learning and teaching opportunities and upcoming deadlines, as well as with professional articles and career planning advice. Candidates particularly appreciate alumni participation on this site. Finally, student teachers, and their cooperating teachers if available, are provided with an extensive orientation to student teaching processes, expectations, and responsibilities. Likewise, the Unit offers multiple means of sharing

information and details when arranging placements; emails, phone calls, and even faxed messages are used to ensure effective coordination.

The evidence suggests that candidates and cooperating teachers might be well served by more communication and support from Unit faculty during internships and in times of programmatic change and transition. Capitalizing on the use of videos in the special education coursework (perhaps filming candidates' teaching lessons) is a possible avenue for increasing faculty feedback. Cooperating teachers supervising internships might provide not only summative evaluations but also ongoing feedback, both formally and informally, about candidate progress. Similarly, as the Unit and school partners implement initiatives and discuss system changes, formal opportunities to meet could help ensure greater continuity for the candidates.

In addition to communication improvements, the Unit expressed an interest in strengthening the value of their school collaboration for participating schools and teachers. The Unit has a long established partnership with area schools and cooperating teachers who have consistently agreed to serve as mentors throughout the program whether as a field placement, internship, or through student teaching. Over time it does not appear that the Unit has found a way to protect their investment in the human assets accrued over many decades. The Unit would benefit by purposefully constructing guidelines for maintaining these relationships. While the financial remuneration is small, the program is open to increasing their recognition of the value partners bring to their candidates' professional development. Building more opportunities for cooperating teachers to provide input into program assessment and redesign, offering a course tuition reduction, bookstore discount, or even an email account and a Maine card are some ways that the Unit could further acknowledge the contributions of cooperating teachers to the Unit. Official recognition of any type could potentially go a long way in sustaining this important partnership.

### **Commendation:**

- The Unit's recent efforts to increase the organization of the placement system models effective use of digital technology and inclusion of partner feedback.

### **Recommendation:**

- The program would be better served with additional opportunities for cooperating teachers and candidates to discuss candidate progress, deepen feedback, and clarify goals and collaboration objectives.

### **Standard Three is Met.**

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## **Standard Four: Diversity**

*The Unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

### **Findings:**

The University of Maine Machias designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with teachers and students in K-12 schools who reflect the gender, race, cultural, and socioeconomic diversity within the region.

The philosophy and practices of the Education Program at UMM reflect the Diversity Policy and Vision Statement of the University: “The University of Maine at Machias will seek a campus community that includes—and an environment that values—differences in race, ethnicity, ability/disability, gender, sexual orientation, geography, national origin, religion, income, age, and ideology.” Out of the total population of UMM students, 11% is culturally diverse, representing Black, non-Hispanics; Hispanic; American Indian or Alaska Native; and Asian or Pacific Islander. Approximately 8% of candidates identify as Black (4), Hispanic (3), or American Indian (1).

There is a program-wide emphasis on diversity. All three full-time program faculty members serve on the University’s Diversity Committee. Some course syllabi include the following pluralism statement, which can also be found in the department’s pages within the course catalog (excerpted below):

...[C]urricula and courses provide a balanced and thoughtful approach to gender, race, ethnicity, and cultural diversity...These multicultural components reflect local, national, and global human experiences and convey a sense of affirmation and appreciation of similarities and differences among people.

Most candidates will take a U.S. or world history course that will provide them with an understanding of the basis for the world’s diversity. As evidence in the syllabus, “American History for Elementary Teachers” includes units on the history of colonization, slavery, and immigration. A wide variety of special education courses provide students with opportunities to learn about special education law, differentiated instruction, and behavior management, among other topics. Of note, all methods courses address the diverse needs of individual students related to age, gender, culture, and stage of development. Candidates have the opportunity to interact with and learn about students diverse in heritage language, national origin, nationality, ethnicity, gender and sexual identity, and socioeconomic diversity through course field trips; guest speakers, film screenings, and social events planned by the Diversity Committee. Beginning in spring of 2015, *Working with Culturally Diverse Students* will become a required course. Prior to

this course, students engaged with similar topics in *Classroom Management*, *Behavior Management*, and *Dimensions of Exceptionality*.

UMM education faculty and cooperating mentor teachers provide feedback on student teachers' practice responding to diverse learners. In addition, candidates' electronic portfolios provide artifacts and personal reflection on their teaching that show the candidates' knowledge, skills and understanding of pedagogy related to ensuring that all students achieve desired results. These provide evidence that candidates are cognizant of other parts of the world and cultural differences within their classrooms. There is less evidence of providing other cultural perspectives in the curriculum or addressing specific content-related cultural differences in lesson plans.

Many of the secondary education candidates have practicum experiences and student teach at Washington Academy, a high school that recruits students from all over the world, especially East Asia. Approximately eighty international students are enrolled currently at WA. Although UMM candidates participate in field experiences and student teach at WA, they may or may not have extensive opportunities to work with these diverse students depending on their placement. Those candidates describing their experiences in these placements focused primarily on the language barrier that international students face rather than a more balanced perspective including the perspectives and contributions culturally diverse students bring to public school learning environments.

Student teachers and graduates of the program report that there is a clear emphasis in course work on the theory and practice related to teaching all learners, and that they are required to include differentiated learning opportunities throughout their lesson plans. Furthermore, candidates assess their own attitudes about diversity in the dispositions self-assessment mentioned under Standard Two. Although required courses include valuable field trips to neighboring schools, programs, and communities with culturally diverse students, consistent application of theoretical understandings from coursework to classroom practice during internships and student teaching remains a challenge.

#### **Commendation:**

- The Unit has taken initiative to provide a wide array of educational and professional opportunities and is moving toward higher expectations and means of engaging its candidates to understand and work effectively with culturally diverse colleagues and students through a required course.

#### **Recommendation:**

- More intentional and explicit assessment of reflective practice with culturally diverse learners in coursework, field experiences, and student teaching will ensure that all candidates can ethically and effectively teach in culturally diverse schools and communities.

#### **Standard Four is Met.**

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### **Standard Five: Faculty Qualifications, Performance, and Development**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The Unit systematically evaluates faculty performance and facilitates professional development.*

The full-time faculty in the Unit have graduate degrees and expertise that qualify them to provide an educational experience that is consistent with the candidates' academic pursuits. The two professors in the department have earned doctoral degrees, and the lecturer in the department earned a master's degree. All of the program faculty have experience in schools and universities. Adjuncts also have advanced degrees and are active as professionals in area schools as teachers. The active teaching expertise of adjuncts provides additional learning opportunities for candidates, which candidates value highly. Cooperating teachers who are certified to teach in the State of Maine provide mentoring during candidate experiential internships.

Artifacts and interviews with full-time faculty, adjuncts, and students provide evidence that there is a thorough understanding of content, and that their methodology reflects the Unit's conceptual framework. Interviews with students, examination of artifacts (e.g., syllabi), and classroom observations provide evidence that the concepts of the conceptual framework are incorporated into the academic work, and that InTASC standards are also incorporated into their teaching.

As noted in Standard Two, assessment processes that the Unit has in place provide a systematic means for the department to improve their teaching for the benefit of candidates.

The Unit's scholarship is deliberate and includes action research that informs continued improvement of the program in regards to teaching, course development, and overall program development. Additionally, there is a budget available for faculty to attend conferences and for professional development. Administrators and program faculty could not report a cap on budget requests for professional development. However, interviewees reported that all requests have been met with funding. Furthermore, inter-departmental collaboration benefits both the Unit's faculty and other departments. It is unclear whether the general climate of working under severe resource constraints creates an environment in which faculty choose not to request funds for additional professional development requiring greater resources.

Program faculty are all actively involved in both university and community activities that benefit candidates, the department, and the university.

#### **Commendations**

- The Unit's community outreach and involvement benefits not only the entire UMM community but also cooperating schools.

- The faculty are running a successful program and demonstrates a passion and dedication to candidate learning and professional development despite serious resource challenges.

### **Recommendations**

- Faculty engagement in broader national and international level service will benefit their professional development and the program.
- The Unit would benefit from faculty participating in additional conference attendance and scholarship opportunities.

### **Standard Five is Met.**

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## **UNIT STANDARD SIX: Unit Governance and Resources**

*The Unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

### **Findings:**

Unit governance is similar to many other postsecondary institutions. The education program chair reports to the Chair of the Professional Studies Division. Division chairs report to the Provost and Vice President for Academic Affairs, who reports to the President. Other UMM programs have similar reporting lines. Budget parameters are set at the institutional level and allocated to programs by the provost and division chairs. The professional studies division chair manages a discretionary budget of approximately \$30,000. Department chairs request funds of the Division chair. The division chair reports not having had to turn down requests for professional development. There is evidence that program faculty have received funds to support travel and participation in professional conferences.

Hiring needs are requested of the Division Chair, who brings the request to the Planning and Budget Advisory Committee, where existing hiring priorities are discussed and vetted. Any hiring changes must now be requested of the Chancellor of the University of Maine System.

The team observed appropriate facilities and technology for the program. There are appropriate offices, classrooms and labs. In the area of technology, the Unit has priority access to a video-conferencing room, PC and Mac labs, full access to campus IT support, and an education faculty member with strong IT credentials and experience.

The library works with programs to inform collections requests. A portion of the library budget is allocated for “just-in-time” acquisitions through a short-term loan program that is demand-driven. E-books browsed, copied, or downloaded a set number of times trigger purchase for perpetual access to that title. Information literacy workshops are offered to programs and



courses. Candidates can also access electronic databases and journals, including peer-reviewed full-text articles. There is also a small classroom and additional education resources dedicated to the student teacher club.

The visiting team found evidence of and heard testimony from various constituencies that the Department Chair is qualified, competent, respected, well liked and effective in his oversight of the program. The team confirms this assessment.

There is substantial evidence that the education faculty are exceeding their contractual obligations. They represent about 8% of the entire faculty yet teach more than 12% of the student body, and advise about 15% of the student body (excluding advisees associated with distance education courses)—in addition to serving in administrative roles and numerous campus-wide committees. From interviews with faculty and administrators, education faculty advising loads typically exceed the average by a factor of two, and as much as five, in one case. The program is at a critical point beyond which the team questions the faculty's capacity—at current staffing level—to sustain the quality of advising, teaching, and professional contributions to the university in the long term.

The Unit faces challenges from external factors outside of its control impacting faculty and staff hiring and retention having to do with location, the larger university system, and economic challenges. For example, two years ago, a long-time faculty member retired and a recently hired junior faculty member resigned mid-semester. Although the division approved a search for the former position, two searches for this position failed. As a result, a two-year fixed-length school placement coordinator was hired. This hire also carries a part-time teaching load and a heavy advising load similar to other education faculty. Administrators and faculty described obstacles—including low compensation, rural location, and heavy workload—to hiring and retaining qualified faculty who meet the institutional and community's needs. There is a proposal to the Chancellor pending approval to convert the current placement coordinator position from a two-year fixed-length contract to a permanent contract, which will provide necessary continuity in the quality of the Unit's relationships with candidates and cooperating school administrators and teachers.

Part-time faculty are strategically placed in courses where they are credentialed and experienced. Alumni expressed appreciation for adjunct faculty who are current K-12 educators who can bring professional expertise into the methods courses. Cooperating teachers and school administrators expressed awareness of capacity constraints.

Given resource constraints, there is adequate professional involvement (i.e., cooperating teachers and school administrators) in program implementation through field placements including student teaching. Greater cooperating teacher involvement in field placements would benefit candidates in the internship field placements. There is some professional involvement in program design in terms of informal correspondence with cooperating teachers and school administrators. There is no evidence of a formal structure through which professionals participate in program design and evaluation.

Overall, Unit leadership, governance, and facilities for the education program at UMM meet expectations.

**Recommendation:**

- Attention is needed to the allocation of resources as regards program staffing to ensure the long-term viability of the program and the maintenance of healthy professional relationships between candidates, program faculty, and school partners.

**Standard Six is Met.**

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**IV. Recommendation to the Maine State Board of Education:**

The University of Maine at Machias Review Team recommends that the Maine State Board of Education grant the University of Maine at Machias educator preparation program full five-year program approval from fall 2014 through fall of 2019.

## **V. List of Individuals Interviewed and Sources of Evidence**

### **A. Individuals Interviewed**

#### Education Faculty

- Heather Ball, Special Education Coordinator
- Garret Lee, Field Placement Coordinator
- Daniel Qualls, Education Program Coordinator

#### Adjunct Faculty

- Judy Hanscom, EDU 334 Integrated Reading and Literacy Methods
- Mike Matis, EDU 352 Curriculum Design, Evaluation, and Assessment
- Don Sprangers, EDU 332 Elementary Science Methods

#### Additional Faculty

- Eric Jones, Science Faculty
- Kay Kimball, History Faculty, Assistant Provost, & Arts & Letters Division Chair

#### Administration/Staff

- Stuart Swain, Vice President of Academic Affairs & Provost
- Melvin Adams, Dean of Students and Director of Admissions
- Jon Reisman, Chair of the Professional Studies Division
- Marianne Thibodeau, Director of the Merrill Library
- Christy Alley, Academic Advising Coordinator
- Mike Matis, Senior Academic Technologist, University of Maine System
- Alan Kryzak, Director of Information Technology
- Jo-Ellen Scribner, Coordinator of Career and Special Services

#### Education Candidates

- Robbi Carver
- Chris Chaponis
- Suzanne Fenton
- Douglas Haig
- Cheyenne Robinson

#### Alumni Teachers

- Kayla Burke
- Brian Campbell
- Kailee Colbeth
- Mikel Jaques
- Danielle Lehman
- Richelle Leighton
- Nancy McCarthy
- Michelle Reynolds-Jaques

#### Current Student Teachers

- Karl Braymore
- Jessica Stauffer
- Mary Bryant

#### Post-Baccalaureate Certification Students

- Mark Ahearn
- Kate DeWolfe
- Becky Lee

#### UMM Classroom Visits

EDU 112: School and Community

- Garret Lee, Instructor

EDU 210: Educational Psychology

- Daniel Qualls, Instructor

EDU 334: Integrated Reading and Language Arts Methods I

- Judy Hanscom, Instructors

#### School Visits

##### Rose M. Gaffney Elementary

- Mitchell Look, Principal
- Judy Hanscom, Cooperating Teacher
- Jess Stauffer, Student Teacher

##### Washington Academy

- Tim Reynolds, Assistant Headmaster
- John Thomas, Cooperating Teacher
- Karl Braymore, Student Teacher

##### Beatrice Rafferty Elementary

- Mike Chadwick, Principal
- Natalie Bassett, Alumni Teacher
- Chris Orcutt, Alumni Teacher
- Ellen Nichols, Alumni Teacher

#### B. Sources of Evidence

##### Exhibit Box/Electronic Folder: Standard One–Initial Teacher Candidate Performance

Catalog 2014-2016 update

Community Engagement Classification

Course Sequence/Progression

DoE Learn & Listen Series (Online only)

Hanscom Peer Evaluation

Field Placement Tables  
 Lesson Plan Format  
 MCCT Standards Per Course Matrix  
 NEASC 2014 Self Study, Standard 8  
 Sample of Advising Packet  
 Sample Course Objectives/Descriptions  
 Sample Diversity Committee Minutes  
 Sample ePortfolios (Online only)  
     Richelle Leighton, Spring 2014  
     Nancy McCarthy, Fall 2013  
     Jennifer Schools, Fall 2013  
 Sample Lesson Plan with standards  
 Sample Newsletter  
 Samples of Pre-service use of Technology (Online only)  
     *Webquests:*  
         Margot Steele  
         Cristine Boomer  
     *Glogs:*  
         Jess Tinker  
         Lisa Mogilka  
 SEAM artifacts (Online only)  
     Adviser Email, Literacy Conference Info on Facebook, Literacy Conference, Read Across America  
 Student Teacher Handbook (Online only)  
 Student Teaching Seminar Agendas  
     One, Two, Three, Four, Five, & Six  
 Syllabi  
     EDU 112      School and Community  
     EDU 210      Educational Psychology  
     EDU 217      Working with Culturally Diverse Students  
     EDU 220      Elementary Social Studies Methods  
     EDU 223      Children's Literature  
     EDU 301      Teaching & Learning  
     EDU 321      Secondary Teaching Methods I  
     EDU 327      Secondary Teaching Methods II  
     EDU 328      Environmental Literacy  
     EDU 332      Elementary Science Education Methods  
     EDU 334      Integrated Reading and Lang. Arts Methods I  
     EDU 337      Classroom Management  
     EDU 338      Behavior Management  
     EDU 344      Mathematics in Elementary School  
     EDU 349      Integrated Reading & Language Arts Methods II  
     EDU 352      Curriculum Design Evaluation and Assessment  
     EDU 490      Student Teaching  
     SED 310      Dimensions of Exceptionality  
     SED 365      Differentiated Instructional Strategies

MAT 114	Exploring Mathematics for Teachers
HTY 112	American History for Elementary Teachers
SED 320	Special Education Law
SED 325	Assessment in Special Education
SED 329	Internship in Special Education
SED 330	Mathematics in Special Education
SED 335	Program Planning/Curriculum Adaptation
SED 340	Communication & Collaboration
SED 345	Behavior Strategies & Social Skill Development
SED 370	Reading & Writing/Exceptional Student

Title II Reporting 2012-13

UMM Catalog 2012-2014

UMM Diversity Statement

Unit Plan Format

#### Exhibit Box/Electronic Folder: Standard Two—Assessment System and Unit Evaluation

Academic Warning Sample

Accuplacer Flow Chart

Action Plan

Action Plan Sample

Advising Packets: Elementary & Secondary

Agenda for Student Teaching Orientation

Alumni Advisory Committee Recommendations

Alumni Advisory Committee Facebook Page (Online only)

BCS Template

Career Services Education Results

Cooperating Teachers' Evaluations (Hard Copies Only)

CORE Orientation Schedule

Curriculum Guide

Disposition Self Assessment

Division Minutes

EDU 112 Rubric

Education Facebook Page (Online only)

Faculty Self Assessments: Ball, Lee, Qualls

Field Placement Rubrics

HTY Course Proposal and HTY 1XX Syllabus

Internship Advisory Learning Outcomes

Internship I (Fall Semester)

Internship II (Spring Semester)

Justin's Lesson Plan

Karl's Lesson Plan

MaineStreet Sample Degree Audit

Midterm Reports

Praxis Information

Praxis Understanding

Principal Interview Tips: Hand-outs One & Two

Program Evaluations

Program Minutes: SED 365

Program Minutes

Division Minutes (UPDATE: NEW DOCUMENT)

Faculty Minutes (UPDATE: NEW DOCUMENT)

Qualls Tenure Application

Sample Assessment Report

Sample Classroom Management Plan

Sample Evaluation Form

Sample Final Student Teaching Evaluation (Hard Copies Only)

Sample Lesson Plan with Standards

Sample Peer Reviews: Ball, Lee, Qualls

Sample Student Course Evaluations (Hard Copies Only)

Sample Spring 2014/Fall 2014 Candidate Disposition Self- Assessments (HARD COPY ONLY)

Student Course Evaluation Forms

Student Program Evaluations

Student Teaching Mid-term Evaluation

Sample Teaching Presentation Rubric

Summary of 2012 Changes

Syllabus Praxis Excerpt

Teacher Evaluations (Hard Copies Only)

UMM Catalog pg. 5, Admission Requirements

WCSA 2012 Minutes

#### Exhibit Box/Electronic Folder: Standard Three–Field Experiences and Clinical Practice

Blueberry Harvest School Information (Online only)

BHS Program Evaluation Course Syllabi (See complete syllabi hard copies in standard one)

Clinical Faculty Curriculum Vitae

EDU 112 Field Placement Reflection Rubric

EDU 210 Rubric

EDU 217 Rubric

EDU 220 Rubric

EDU 328 Rubric

EDU 301 Contract Sample

Example of Letters to:

Field Placement Evaluation/closure

Internship Confirmation Letter to Cooperating Teacher

Confirmation Letter to Cooperating Teacher

Principal for Student Teacher

Principal for Internship

Examples of Student Teacher ePortfolios (Online only)

Richelle Leighton, Spring 2014

Nancy McCarthy, Fall 2013

Jennifer Schools, Fall 2013

Excerpts of Student Program Evaluation  
Fall 2013: Candidates/Schools/Cooperating Teachers  
Fall 2013 Placement Usage  
Fall 2014: Candidates/Schools/Cooperating Teachers Field Placement  
FERPA and Mandated Reporter Student Teaching Briefing Keynote (Online only)Field  
Placement Coordinator Responsibilities  
Field Placement Spreadsheets MCCT Standards Per Course Matrix  
Internship I  
Internship II  
Internship I & II Rubrics  
Maine Mandated Reporter Information  
Praxis Information Sheet  
Request for Field Placement  
Responsibilities of cooperating teachers and university supervisors from the Student Teaching  
Handbook (Online only)  
Sample Observation Reports  
    Sample One  
    Sample Two  
    Sample Three  
Sample of Placement Form  
Sample Student Teaching Applications  
    Example One  
    Example Two  
    Example Three  
SED 329 Internship in Special Education  
SED 365 Rubric  
Spring 2014: Candidates/Schools/Cooperating Teachers  
Spring 2014 Placement Usage Tables  
Student Praxis Notification  
Student Teaching Application  
Student Teaching Handbook (Online only)  
Student Teaching Orientation Agenda  
Student Teaching Orientation Keynote (Online only)  
Student Teaching Seminar Syllabus  
Study Center Tutoring Schedule  
Syllabi with Field Placements (See complete syllabi hard copies in standard one)  
Website Resource for UMM's Cooperating Teachers (Online only)



Exhibit Box/Electronic Folder: Standard Four: Diversity

Articulation Agreement

Dr. Ball's CV

Beehive Collective Collaboration Emails

Email One

Email Two

Email Three

Blueberry Harvest School Evaluation

Blueberry Harvest Professional Development Schedule

BHS Professional Development Evaluation

"Bridging Maine's Diversity with Technology"

Chengdu Documents

Cobscook Community Learning Center (Online only)

Curriculum Plan

Two Additional Diversity Mini-Grants

Diversity Proposal, LGBT Resource Center

Faculty Curriculum Vitae (All are listed in Standard Five)

Fall 2014 Student Profile Report

Fall 2014 Students in the Education Program Spreadsheet

GLSEN Webpage (Online only)

The Harvest (Online only)

Mano en Mano Webpage (Online only)

"Mesoamerica Resiste" (Online only)

ODP Fraternity Webpage (Online only)

Program Curriculum List

Program minutes

Quickfacts Information from census.gov (Online only)

Rainbow Ball Weekend 2014 (Online only)

Rainbow Ball 2014 Workshops

Sample Diversity Committee Minutes

Sample Diversity Mini-Grant Proposals

One

Two

Sample Email Discussion

UMM's 100% Society Webpage (Online only)

UMM Diversity Page (Online only)

Washington Academy Invitation

WCSA Agenda and supporting documents (Hard Copy Only)

"Which Way Home" (Online only)

Exhibit Box/Electronic Folder: Standard Five—Faculty Qualifications, Performance, & Development Artifacts

2014 Blueberry Harvest School Evaluation

2014 Education Faculty Roster

Candidate Midterm Course Evaluation Form

Catalog Excerpt

Course Evaluation Form

Description of Education Program Peer Review Procedures

EdGe Webpage (Online only)

EDU 328 Proposal and Syllabus

Emails from Principal

Email One

Email Two

Examples of Peer Evaluations

Ball

Lee

Qualls

Faculty Curriculum Vitae and Resumes (\*denotes clinical faculty)

*Full-Time Education Program Faculty*

\*Dr. Heather Ball, Assistant Professor of Special Education

\*Garret Lee, Lecturer of Education

\*Dr. Daniel Qualls, Associate Professor of Education

*Elementary/Secondary Adjuncts*

Judy Hanscom

EDU 334: Integrated Reading and Language Arts Methods I & SEAM Advisor

Mike Matis

EDU 213: Teaching Learning & Technology

EDU 352 Curriculum Design, Assessment, & Evaluation

Don Sprangers

EDU 332: Elementary Science Methods

*Adjunct Resumes*

Special Education

Kenny Bourgoin

SED 340: Communication & Collaboration in Special Education

SED 362: Typical & Atypical Expressive- Receptive Language

SED 380: Teaching Students With Autism Spectrum Disorders

Nickey Dubey

SED 320: Special Education Law

Dr. O.J. Logue

SED 311: Working with Families of Students with Disabilities

Christi McCurry

SED 321: Data & Standards-Based IEP Development

SED 365: Differentiation Standards

SED 370: Reading and Writing for the Exceptional Child

*Supporting UMM Faculty/Adjuncts*

Debbie Carver, Math Instructor

MAT 114: Exploring Mathematics for Teachers  
 Dr. Kay Kimball, Associate Professor of History  
 HTY 112: American History for Elementary Teachers  
 \*Dr. Lori Schnieders, Assistant Professor of Psychology  
 SED 316: Working with Students with Emotional Disabilities  
 SED 345: Behavior Strategies & Social Skill Development for Students with Disabilities  
 SED 490: Student Teaching  
 Faculty Service list  
 Field Placement Coordinator Responsibilities  
 Harvest of Ideas at UMM 2012  
 Kimball Letter  
 Language Arts Education Position Proposal  
 Lecturer of Education Proposal  
 Lesson Plan Format  
 Math Education Position Proposal  
 MCCT Standards Per Course Matrix  
 Program Coordinator Responsibilities  
 Rainbow Ball (Online only)  
 Rainbow Ball Community Workshops Schedule  
 Sample Candidate Lesson Plans  
     Karl's Lesson Plan  
     Justin's Lesson Plan  
 Sample Candidate Midterm Course Evaluation Feedback  
     EDU 112  
     EDU 213  
 Sample of Completed Course Evaluation Form  
 Sample EdGe Activity and Email  
 Sample Psychology & Community Studies Program Minutes  
 Sample WCSA Agenda  
 Student Teaching Handbook (Online only)  
 Syllabi (See complete list in Standard One)  
 Unit Plan Format  
 UMM Strategic Plan

Exhibit Box/Electronic Folder: Standard Six: Unit Governance and Resources

AA Email Announcement  
     Fall 2014  
     Fall 2014 Update (New artifact)  
 BDN Article on Umaine System Presidents (Online only)  
 Education Program Webpage (Online only)  
 Education Facebook Page (Online only)  
 Emails to Assistant VPAA  
 Faculty Handbook (Online only)  
 Meeting with VPAA Notes  
 Mondville Email (Updated 6.17 above)

NEASC 2014 Self Study, Standard 7

NEASC 2014 Self Study, Standard 8

Photos of Torrey 226 (Online only)

ONE

TWO

Poverty Workshop (Online only)

Responsibilities of Education Program Coordinator

Sample Advising Newsletter

Sample Advising List from Mainstreet

Samples of Candidate use of Technology (Online only)

Webquests:

Margot Steele

Cristine Boomer

Glogs:

Jess Tinker

Lisa Mogilka

Scandinavian Folk School Facebook Event Notice (Online only)

SEAM Library Photos (Online only)

ONE

TWO

UMM's Merrill Library Webpage (Online only)

UMM Organizational Chart 2014

UMM President's Retirement Announcement (Online only)

UMM Professional Development Information